

Curriculum Guide
Program Area: Education Professions

Standard 1.0 - EXAMINE THE ROLE OF THE EDUCATION INDUSTRY IN THE ECONOMY					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
1.1	Explain the role of education in the economy: local, state, national and international	Explain the role of education in the economy.	Role of education is to prepare students for employment Compulsory Education ensures youth become productive citizens Declining economy reduces funding for education	Compulsory Education	X
1.2	Recognize the factors that contribute to an effective school.	Recognize the factors that contribute to an effective school.	Cooperative leadership is a characteristic of an effective school A positive climate for learning includes small class sizes, flexible schedules, varied student groupings and differentiated instruction Highly effective schools allow for creativity and problem solving	Student groupings Differentiated instruction Positive climate Highly effective schools Problem Solving Creativity	X
			Create a survey to gather data about factors that contribute to an effective school. Evaluate research about the factors that contribute to an effective school. Analyze survey data. Create a Bar Graph from survey data. Prepare a presentation of survey results.	Survey Interview Quantitative data Questionnaire	

			Identify the top five factors that contribute to an effective school according to the survey data. Create an ideal school.		
1.3	Compare/contrast the financial advantages/disadvantages of public, charter, and private educational institutions	Compare/contrast the financial advantages/disadvantages of public, charter, and private educational Institutions	Identify the differences between the types of schools (tuition based, public-accepts state and federal funding)	Private schools Charter Schools Public Schools Alternative Schools	x
			Research a topic related to the business of education. Construct a presentation of research. Present research effectively and clearly using a debate format.		
STANDARD 2.0—RECOGNIZE THE FINANCIAL POLICIES AND PROCEDURES OF A SCHOOL DISTRICT					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
2.1	Identify business and financial functions of an educational institution	Identify business and financial functions of an educational institution.	Who approves a final budget (School board) Who is not a paid employee of the school district (School board members)		X
2.2	Explain how taxes impact the school district's ability to meet objectives and state and federal mandates	Explain how taxes impact the school district's finances.	Types of funds used to fund schools (state, federal, local) With state being the most significant Decreased tax revenue results in less money for schools	Bonds Tax Credits Tuition Class Fees Tax Revenue	X
				FTE Override	

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				Referendum	
STANDARD 3.0—UNDERSTAND THE HISTORY AND STRUCTURE OF EDUCATION IN THE UNITED STATES					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
3.1	Outline the historical development of U.S. education	Outline the historical development of U.S. education	<p>First educational trend in US History was the Brown V. Board of Education</p> <p>No Child Left Behind is a result of a Nation At Risk</p> <p>Who is credited with starting Public Education in Arizona Anson P.K. Safford</p> <p>Requirements for a teacher in the colonial era (single and church going)</p> <p>Discuss Brown V. Board of Education A Nation At Risk and its relationship to No Child Left Behind</p> <p>Key figures Horace Mann John Goodwin Anson P.K. Safford</p>		x
			<p>Investigate various educational events and practices in the history of the U.S.</p> <p>Construct a timeline to communicate research.</p>	<p>Integration Segregation- NAACP— National Association for the</p>	

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			<p>Investigate various past educational events & practices in the history of the U.S.</p> <p>Present research in a clear, confident manner.</p> <p>Evaluate presentations using a rubric.</p> <p>Identify positive and negative perceptions of the teaching profession that have existed throughout history.</p> <p>Evaluate and defend positions on professional issues in the field of education today.</p> <p>Analyze historical events and the social impact of integration in the schools.</p>	Advancement of Colored People	
3.2	Identify major philosophies of education	Identify major philosophies of education focusing on Behaviorism, Perennialism, Existentialism, Progressivism and including the theorists Maslow, Piaget, Erikson, and Gardner.	<p>Philosophies: Behaviorism Perennialism Existentialism Progressivism</p> <p>Key theorists: Maslow- Hierarchy of needs Piaget Erikson Gardner Prepare to give examples of each</p> <p>Why study philosophies of education?</p>	Philosophy Progressivism Perennialism Existentialism Behaviorism	x

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			<p>Identify various schools of educational philosophy.</p> <p>Assess personal beliefs and relate to an educational philosophy.</p> <p>Align your personal beliefs from an inventory to an educational philosophy.</p> <p>Research a philosopher from your school of philosophy.</p> <p>Debate strengths and weaknesses of each school of philosophy.</p> <p>Articulate ideas orally and in writing with proper terminology.</p> <p>Present research on a philosopher from your school of philosophy.</p>	<p>Reconstructionism</p> <p>Transcendentalism</p>	
3.3	Identify the roles of state and federal government in education	Identify how schools are governed at the federal, state, and local levels.	<p>Roles of Principal, Superintendent, Local School Board</p> <p>Approval of contracts for a teacher, general policies is the school board</p> <p>Arizona Department of Education regulates and issues teachers certifications</p> <p>Discuss federal mandates vs. State mandates (number of instructional hours, school lunch menu, teacher evaluations)</p>		X

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			Federal education mandates teacher performance evaluations, high school competency assessments, and school lunch menu		
3.4	Differentiate between private and public educational approaches, including those of charter and alternative schools	Differentiate between private and public educational approaches, including those of charter and alternative schools	Discuss certification requirements for various types of schools (public, charter, private) Compare curriculum admission requirements of various types of schools		x
			<p>Analyze the many alternatives to traditional public education.</p> <ul style="list-style-type: none"> • Home Schools • Online Schools • Charter Schools • DODDS • Montessori Schools • Magnet Schools • Democratic Schools • Military Schools • Private Schools <p>Discuss the effectiveness of hands-on learning.</p> <p>Discuss various school programs and initiatives that prepare students for the workplace.</p>	Experiential Learning	
3.5	Examine current educational issues	Examine current educational issues	AZ Common Core Academic Standards (AZ College and Career Ready Standards) Where can information be obtained (ADE)		X

			<p>No Child Left Behind and the Highly Qualified connection</p> <p>Educational Journals are a source for current educational trends</p>		
			<p>Research current educational issues in preparation for debate.</p> <p>Prepare materials to debate current educational issues.</p> <p>Debate current educational issues.</p> <p>Evaluate evidence to support or refute the propositions of current educational issues.</p>		
3.6	Compare education in the United States and in other countries	Compare education in the United States and in other countries	The US believes all children should have a free and public education		X
			<p>Research education in other countries.</p> <p>Present comparative education research.</p> <p>Compare education in the United States and in other countries.</p>	<p>Comparative Education</p> <p>Dual Education</p> <p>Gross National Product (GNP)</p> <p>Organization for Economic Cooperation and Development (OECD)</p>	

				Program for International Student Assessment (PISA)	
STANDARD 4.0—UNDERSTAND THE ROLES OF THE GOVERNING BOARD AND THE ADMINISTRATION IN RELATION TO SCHOOLS					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
4.1	Explain the role of the governing board in establishing policies and objectives for the school district	Explain the role of the governing board in establishing policies and objectives for the school district	Who does the superintendent supervise? What are the responsibilities of the school board to oversee? Who is responsible for certification?		x
			Research a topic related to the business of education with minimal supervision. Construct a presentation of research. Present research effectively and clearly using a debate format. Present research effectively and clearly on attendance at governing board meeting.	Mandate Governing board	
4.2	Describe how schools carry out the governing boards' policies and meet state mandates	Describe how schools carry out the governing boards' policies and meet state mandates	Identify various examples of principals' responsibilities as it pertains to school policies		X
			Research a topic related to the business of education.		

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			<p>Construct a presentation of research.</p> <p>Present research effectively and clearly using a debate format.</p> <p>Present research effectively and clearly on attendance at governing board meeting.</p>		
4.3	Explain the roles and responsibilities of district and building administrators	Explain the roles and responsibilities of district and building administrators	<p>Identify decisions that would be considered a principal decision such as class privileges, graduation music, dances etc.</p> <p>Responsibilities of principals such as teacher evaluation, academic achievement, school discipline</p>		X
			<p>Examine how schools operate by exploring the roles of a variety of people who work in the school.</p> <p>Interview a primary source effectively.</p> <p>Create presentation of research.</p>		
4.4	Explain the role of the district superintendent and his/her school administration and the board	Explain the role of the district superintendent and his/her school administration and the board	<p>Roles of the superintendent include reporting to the school board and representing the district</p> <p>The superintendent is hired by the school board</p>		X
			<p>Examine how schools operate by exploring the roles of a variety of people who work in the school.</p> <p>Interview a primary source effectively.</p>		

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			Create presentation of research.		
STANDARD 5.0—EXPLAIN THE ROLES OF SUPPORT SERVICE PERSONNEL IN SCHOOLS					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, health care providers, etc.)	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, health care providers, etc.)	<p>What is the role of the school nurse?</p> <p>What is the role of the school counselor?</p> <p>Provide examples of school personnel that does not require a certification (school registrar, principals secretary, attendance clerk, maintenance worker)</p> <p>A librarian would be responsible for creating budgets, checking out material and auditing books</p> <p>A cafeteria employees responsibility include serving food, collecting money and creating menus</p>	Paraprofessional	X
			<p>Define terms related to certified support personnel.</p> <p>Describe the roles of certified support personnel.</p> <p>Examine how schools operate by exploring the roles of a variety of people who work in the school.</p> <p>Interview a primary source effectively.</p>	Certified Support	

			Create presentation of research.		
5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance , transportation personnel, teacher aides, after-school program personnel, etc.)	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance , transportation personnel, teacher aides, after-school program personnel, etc.)	Define classified staff and provide examples Identify the difference between classified support personnel and certified personnel	Paraprofessional Personnel	X
			Define terms related to classified support personnel. Describe the roles of classified support personnel. Examine how schools operate by exploring the roles of a variety of people who work in the school. Interview a primary source effectively. Create presentation of research.	Classified	
5.3	Describe the role of community resources in and out of the school to provide student assistance	Describe the role of community resources in and out of the school to provide student assistance.	What are the requirements for reporting an expected abuse case Why is parental involvement important in a child's education A parents/guardian involvement in a student's education is to help improve attendance, academic achievement and attitude about school	CPS	x

STANDARD 6.0—ANALYZE THE ROLES AND CHARACTERISTICS OF TEACHERS AND PARAPROFESSIONALS

Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
6.1	Examine the instructional and supervisory roles of paraprofessionals	Examine the instructional and supervisory roles of paraprofessionals	Explain the duties of a paraprofessional as it relates to both elementary and secondary, special education (assist with homework)	IEP	X
			<p>Define terms related to instructional and supervisory roles of teachers and paraprofessionals.</p> <p>Distinguish between instructional and supervisory roles of teachers and paraprofessionals.</p> <p>Examine the instructional and supervisory roles of paraprofessionals.</p> <p>Identify the role of the paraprofessional in the classroom.</p> <p>Compare and contrast the positions of classroom teacher, paraprofessional, and classroom aide.</p>	Paraprofessional Instructional Supervisory Aide	
6.2	Examine instructional and supervisory roles for of teachers	Examine instructional and supervisory roles for of teachers	<p>Describe a teachers main responsibilities (lesson plans, classroom management, enforcing school rules, provide direct instruction to students)</p> <p>What is the purpose of playground duty</p> <p>Discuss instructional roles of teachers (developing assessments)</p>		X

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			<p>Distinguish between instructional and supervisory roles of teachers and paraprofessionals.</p> <p>Identify the characteristics of a high quality teacher.</p> <p>Compare and contrast the positions of classroom teacher, paraprofessional, and classroom aide.</p>		
6.3	Identify the characteristics of the effective teacher and paraprofessional	Identify the characteristics of the effective teacher and paraprofessional	<p>Discuss how to handle student conflict (follow school policies)</p> <p>Requirements to be a paraprofessional</p> <p>Identify effective ways to communicate with parents (newsletters, phone calls, emails NOT SOCIAL MEDIA)</p> <p>Qualities of effective teachers (know content, established rapport with students)</p> <p>An effective paraprofessional communicates well with students</p>		x
			<p>Define the terms related to legal and ethical behavior.</p> <p>Identify the difference between ethical and legal.</p> <p>Analyze an ethical issue and a legal issue related to characteristics of an effective teacher and/or paraprofessional to determine the behavior and the consequence.</p>	<p>Honesty</p> <p>Integrity</p> <p>Professionalism</p> <p>Ethical</p> <p>Legal</p>	

			Identify the characteristics of the effective teacher and paraprofessional.		
6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher	Teachers should reflect on lessons daily to improve instruction Teachers should use various teaching methods to help all students with different learning styles A personality evaluation can help determine if a person has an aptitude for teaching		X
			Examine and sort characteristics that lead to success as a paraprofessional and/or teacher. Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher.		
STANDARD 7.0—COMPREHEND THE ISSUES RELATED TO EXCEPTIONAL LEARNERS					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
7.1	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted	How is a student determined to be qualified for special education services A child with a visual disability might have frequent headaches, hold work close to their face, blinks often Gifted children are often self-reliant, curious, and have an extensive vocabulary	Exceptional Learner Disability Attention Deficit Disorder	X
			504 Individualized Education Plan (IEP) Physical Disabilities Social/Behavioral Disabilities	Specific learning disability (SLD) Emotional disability (ED)	

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			<p>Cognitive Disabilities Emotional Disabilities Other Health Impairments (OHI) Exceptional learners Gifted learners Specific learning disability (SLD) Emotional disability (ED)</p> <p>Generate a list of accommodations for exceptional learners.</p> <p>Examine difficulties faced by SLD students.</p> <p>Examine the spectrum of autism by matching characteristics with children who exemplify them.</p> <p>Create a book related to exceptional learners.</p> <p>Classify the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted.</p>	<p>504 Individualized Education Plan (IEP) Physical Disabilities Social/Behavioral Disabilities Cognitive Disabilities Emotional Disabilities Other Health Impairments (OHI) Gifted learners Exceptional learners</p>	
7.2	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted	Discuss teaching techniques for students with comprehension disabilities , ADHD,	Graphic Organizer Cooperative Learning Direct Instruction Adaptive technologies	x
			<p>List, define, and analyze the categories of special education.</p> <ul style="list-style-type: none"> Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD) 	<p>Attention Deficit Disorder/Attention Deficit Hyperactive</p>	

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			<ul style="list-style-type: none"> • Autism • Concomitant • Deaf-Blindness (DB) • Emotional Disability (ED) • Gifted • Hearing impaired (HI) • Learning Disability (LD) • Mentally Disabled (MD) • Multiple Disabilities • Orthopedic Impairment (OI) • Other Health Impairment (OHI) • Preschool Child with Disability (PCD) • Speech impairment • Traumatic Brain Injury (TBI) • Visual Impairment (VI) <p>Research characteristics and/or behaviors, and appropriate intervention activities, for categories of Special Education including motor, self-help, social, and language activities.</p> <p>Evaluate appropriate instructional interventions for each category of special education including cognitive, motor, self-help, social, and language activities.</p>	Disorder (ADD/ADHD) Autism Concomitant Deaf-Blindness (DB) Emotional Disability (ED) Gifted Hearing impaired (HI) Learning Disability (LD) Mentally Disabled (MD) Multiple Disabilities Orthopedic Impairment (OI) Other Health Impairment (OHI) Preschool Child with Disability (PCD) Speech impairment Traumatic Brain Injury (TBI) Visual Impairment (VI)	
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7.3	Identify the components of an Individual Education Plan (IEP) including medical needs, student goals, present level of development, etc.	Identify the components of an Individual Education Plan (IEP) including medical needs, student goals, present level of development, etc.	The order of developing an approved IEP process Evaluation, identification, program, placement Discuss pieces that are included in an IEP. What it covers what it does not.	IEP Accommodations LRE	X
7.4	Identify the legal responsibilities associated with student Individual Education Plans	Identify the legal responsibilities associated with student Individual Education Plans.	LRE Least Restrictive Environment IDEA What is it Section 504 FAPE Explain why it is imperative that a teacher follow an IEP.	Self-Contained Accommodations Orthopedic impairment	X
7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals	Provide various scenarios and how to handle different accommodations and modifications Discuss the benefits of a co-teacher with a general education teacher for instruction	Inclusion Differentiated Accommodation Modification Instruction	x
			Determine what accommodations and modifications need to be made to a lesson and a planned activity in order to meet the needs of learners. Select the most effective ways to integrate accommodations within the lesson. Prepare a lesson and activity that includes accommodations.	Accommodate Intentional	

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			Identify strategies that enhance learning based on current brain research.		
STANDARD 8.0—EXPLAIN THE ISSUES RELATING TO DIVERSITY AND ITS IMPACT ON TEACHING AND LEARNING					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
8.1	Identify the characteristics, the challenges, and the opportunities for learning in a diverse classroom	Identify the characteristics, the challenges, and the opportunities for learning in a diverse classroom	<p>Discuss activities to promote cultural heritage and diversity (heritage photos, cultural foods, NOT school uniforms)</p> <p>Classify types of diversity.</p> <ul style="list-style-type: none"> • Cultural • Ethnic • Socio-economic • Gender • Exceptional learners • ELL <p>When teaching children from poverty consider homework requirements, background knowledge and nutritional needs</p> <p>ELL learners benefit from computers, paraphrasing and visuals</p> <p>Consider cultural backgrounds when teaching (non-eye contact)</p>	<p>Peer mentoring</p> <p>Cooperative Learning</p> <p>Diversity</p> <p>Differentiated instruction</p>	X
			Explain what a diverse classroom is.	Cultural Ethnic	

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			Classify types of diversity. <ul style="list-style-type: none"> • Cultural • Ethnic • Socio-economic • Gender • Exceptional learners • ELL Explain challenges and opportunities for learning in a diverse classroom.	Socio-economic Gender Exceptional learners ELL	
8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom	Teachers who expect all students can and will learn create high expectations		X
			Define student performance and teacher expectations. Compare teacher and student expectations in a diverse classroom. Analyze who is responsible for student performance. Examine the role of teacher expectation on student performance in a diverse classroom.	Performance Expectations	
8.3	Identify the needs of multiple-language learners	Identify the needs of multiple-language learners	ELL students should be provided visual aids and learning cues but not have materials translated for them	English Language Learners	X

			<p>Explain the differences between types of language learners.</p> <p>LL - Language learner ELL – English Language Learner ESL - English as a Second Language MLL – Multiple Language Learner</p> <p>List the factors that impact learning and performance of multiple language learners.</p> <p>Consider the needs of multiple language learners.</p>	<p>LL - Language learner ESL - English as a Second Language MLL – Multiple Language Lear</p>	
8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group	<p>Cooperative learning promotes cultural diversity Groupings should be diverse to promote cultural diversity</p> <p>Identify cultural interactions that may be present in students (lack of eye contact)</p>		x
			<p>Explain the differences between ethnicity and culture.</p> <p>Identify how cultural and ethnic differences affect interpersonal interactions and communication within a group.</p>	<p>Culture Ethnicity Interpersonal</p>	
STANDARD 9.0—ANALYZE THE IMPACT OF CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES ON STUDENT LEARNING					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
9.1	Identify the relationship between effective instructional strategies and classroom management	Identify the relationship between effective instructional strategies	<p>Identify parts of a lesson and their purpose</p> <p>Discuss questioning strategies (wait time, purpose for the question)</p>	<p>Anticipatory set Closure Objective</p>	X

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		and classroom management	Discuss student discipline (posting rules, avoiding sarcasm, removing privileges from the offenders, not the whole class)	Bell work Transition	
			<p>Define terms related to effective instructional strategies and classroom management.</p> <p>Examine skills used by effective classroom managers.</p> <ol style="list-style-type: none"> 1. Intentionally inviting 2. Locus of Control 3. Pro-active 4. "With-it" 5. Predictable 6. Students know what to do 7. Students work on task 8. Well planned lessons <p>Identify the relationship between effective instructional strategies and classroom management.</p> <p>Explain the importance of having classroom rules and procedures</p> <p>Determine possible management issues for common classroom procedures</p> <p>Discuss common routine procedures implemented in classroom management</p> <p>Analyze the steps to effectively teach routine procedures</p>	Classroom management Instructional methods Instructional strategies Rule Procedure Routine Analysis Conclusion Decision	

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			<p>Identify the strengths and weaknesses of a variety of teaching methods and materials</p> <p>Explain the importance of having procedures for the classroom.</p> <p>Create procedures for your classroom.</p> <p>Analyze the important components of effective classroom procedures and how they impact a student's life.</p>		
9.2	Identify discipline strategies needed in various classroom situations	Identify discipline strategies needed in various classroom situations including consequences and cooperative learning strategies.	<p>Discuss effective classroom management techniques (signals, room arrangement, teacher proximity, Consistent daily routine, speaking privately to children causing issues)</p>	Proximity	x
			<p>Define terms related to classroom management.</p> <p>Examine best practices in the classroom concerning discipline strategies.</p> <p>Consequences</p> <ul style="list-style-type: none"> communicated, consistent, and caring <p>Identify discipline strategies needed in various classroom situations.</p>	<p>Discipline</p> <p>Consequences</p> <p>Desisting</p> <p>Alerting</p> <p>Enlisting</p> <p>Acknowledging</p> <p>Winning</p>	

			<ul style="list-style-type: none"> • Desisting • Alerting • Enlisting • Acknowledging • Winning <p>Match moves to student actions to create an effective repertoire of classroom management skills.</p> <p>Utilize group strategies effectively for instruction</p> <p>Cooperative Learning Strategies:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Numbered Heads Together • Jigsaw • Composition Pairs • Co-op • Pairs Check • Pro/Con • Roundtable • Three-Step Interview • Turn to Your Neighbor 		
9.3	Analyze the relationship of instructional strategies, learning objectives, and learner involvement, and their impact on student behaviors	Analyze the relationship of instructional strategies, learning objectives, and learner involvement, and their impact on student behaviors	When determining instructional strategies it is important to understand students learning styles	Bell to Bell instruction	X
			<p>Define terms: case study, confidentiality.</p> <p>Complete self-case study.</p>	Case study Confidentiality	

			<p>Plan for case study in the field.</p> <p>Analyze the relationship of instructional strategies, learning objectives, and learner involvement, and their impact on student behaviors by debriefing a case study of a teacher in action.</p> <p>Explain the importance of having procedures for the classroom.</p> <p>Create procedures for your classroom.</p> <p>Analyze the important components of effective classroom procedures and how they impact a student's life.</p>		
STANDARD 10.0—COMPREHEND THE STAGES OF HUMAN DEVELOPMENT AND THEIR IMPACT ON LEARNING AND THE CLASSROOM					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
10.1	Identify the stages of physical development through adolescence	Identify the stages of physical development through adolescence	<p>Order of physical development (what develops first Gross or Fine motor) Crawl, walk run</p> <p>Growth spurts occur throughout life with the second fastest being during adolescence</p> <p>The correct sequence of physical development in children is neonatal, preschool, middle childhood, adolescence</p>		x

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			Provide examples of fine motor skills (holding pencil, picking up a pea, trying a shoe)		
			Identify the five stages of physical development through adolescence. <ul style="list-style-type: none"> • Prenatal • Neonatal • Early Childhood • Middle childhood • Adolescence 	prenatal neonatal adolescent adolescence innate motor skills puberty asynchronous	
10.2	Recognize cognitive development from birth through adolescence	Recognize Piaget's cognitive development from birth through adolescence	Given scenarios identify which of the Piaget's stages the child is in	Sensorimotor Preoperational Formal Operation Concrete Operation Cognition Assimilation Object permanence	X
			Identify the four stages of cognitive development through adolescence Jean Piaget: <ul style="list-style-type: none"> • Sensory Motor • Pre-operational • Concrete Operational • Formal Operational Recognize the stages of cognitive development through adolescence using given scenarios.	Accommodation Equilibrium	

10.3	Recognize psychosocial development theory	Recognize Erickson's psychosocial development theory	<p>What does Erickson Psychosocial development describe? How a person's world interacts with the world around them</p> <p>Erickson's 8 lifelong stages that reflect social emotional change</p>		X
			<p>Identify Erik Erikson's five stages of psychosocial and emotional development through adolescence.</p> <ul style="list-style-type: none"> • Infancy • Early Childhood • Play Stage • Middle Childhood • Kholberg • Adolescence 	<p>Psychosocial</p> <p>Autonomy</p> <p>Erik Erikson</p> <p>Psychosocial</p> <p>Infancy</p> <p>Early Childhood</p> <p>Play Stage</p> <p>Middle Childhood</p> <p>Adolescence</p>	
10.4	Recognize emotional development theory	Recognize emotional development theory including Maslow's Hierarchy of Needs.	<p>Preschool age children enjoy helping others</p> <p>Maslow Hierarchy of needs</p> <p>Identify the pyramid and each level's meanings</p> <p>Identify student situations under Maslow's hierarchy of needs (feeling of threats, hunger etc)</p> <p>Social development includes interpersonal skills, self-control and self confidence</p>		X
10.5	Recognize character development theories				X
				Preconventional Obedience & punishment	

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				Reciprocity Conventional Good child Law & order Postconventional Social contract Principled	
STANDARD 11.0—IDENTIFY INSTRUCTIONAL METHODS FOR STUDENT LEARNING					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
11.1	Investigate various methods of instruction	Investigate various methods of instruction.	Strategies for instruction Think Pair Share Blooms Taxonomy Levels Effective questioning includes asking open ended questions, varying levels of difficulty and considering questions when planning lessons	Cooperative Learning Direct Instruction Inquiry Based Lesson Modeling Peer	X
11.2	Identify teaching methods that accommodate various learning styles	Identify teaching methods that accommodate various learning styles including Multiple Intelligences and Sensory Learning.	Howard Gardner’s Theory of Multiple Intelligence and its application Consider the types of learning for different activities such as lecture, building items etc) Components of an effective power point (limited text, visuals, animation where appropriate) Effective Strategies for a student who has lost interest in class (parent contact, private conference, counselor)	Visual Learning Kinesthetic learning Auditory learning Sensory Learning	x

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			<p>Determine specific learning styles and the application of these styles within the classroom</p> <p>Howard Gardner’s Theory of Multiple Intelligences:</p> <ul style="list-style-type: none"> • visual/spatial, • logical/mathematical, • naturalistic, • linguistic, • bodily/kinesthetic, • interpersonal, and • intrapersonal. <ul style="list-style-type: none"> ○ Spiritual/moral (later additions) <p>Sensory learning – Learning based on the five senses:</p> <ul style="list-style-type: none"> • visual, • kinesthetic, or • auditory. <p>Classify teaching methods that accommodate various learning styles</p> <ul style="list-style-type: none"> • Direct Instruction – teacher-centered instruction in the form of a lecture. • Cooperative Learning – working together in groups. • Discovery Learning – an investigative learning process where the intended outcome is not explicitly stated. Instead, the purpose for learning and outcome is “found” in the process. 	<p>Howard Gardner’s Theory of Multiple Intelligences: visual/spatial, logical/mathematical, naturalistic, linguistic, bodily/kinesthetic, interpersonal, and intrapersonal, Spiritual/moral.</p> <p>Direct Instruction</p> <p>Cooperative Learning</p> <p>Discovery Learning</p> <p>Hands-on/Movement</p> <p>Computer/Technology</p>	
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			<ul style="list-style-type: none"> Hands-on/Movement – teacher facilitates learning by having students do an activity and practice a method. <p>Computer/Technology – instruction occurs using the newest gadgets and technology.</p>		
11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments	Describe strategies for addressing the needs of unmotivated students and students from challenging environments	<p>Discuss strategies for the dealing with the disruptive student</p> <p>Children with significant problems at home should be referred to the school counselor</p> <p>Best ways to motivate students to do homework (allowing individual choice or creativity)</p> <p>Strategies for addressing the needs of students with difficult home life</p>		X
			<p>Define motivation, strategy, and hierarchy.</p> <p>Explain student motivations to learn.</p> <p>Describe Maslow’s Hierarchy of Needs.</p> <ul style="list-style-type: none"> Self-Actualization Self-Esteem Love, Affection, and Sense of Belonging Safety and Security Physiological <p>Identify the barriers to learning observed in unmotivated students and students from challenging environments.</p> <ul style="list-style-type: none"> Abuse 	<p>Motivation</p> <p>Strategy</p> <p>Hierarchy</p> <p>Maslow’s</p> <p>Hierarchy of Needs</p> <p>Self-Actualization</p> <p>Self-Esteem</p> <p>Love, Affection, and Sense of Belonging</p> <p>Safety and Security</p> <p>Physiological</p>	

			<ul style="list-style-type: none"> • Death, dying, and grief • Depression and suicide tendencies • Poverty • Eating disorders • English Language Learners • Sleep deprivation • Substance abuse <p>Research the characteristics and/or behaviors of unmotivated students from challenging environments.</p> <p>Describe the characteristics and/or behaviors of unmotivated students from challenging environments.</p> <p>Develop strategies for addressing the needs of unmotivated students from challenging environments.</p> <ul style="list-style-type: none"> • Build relationships of respect • Set Expectations • Physical Environment • Movement • Collaboration <p>Choice and Challenge</p>		
11.4	Identify different assessment techniques for feedback to students and/or guiding instruction	Identify different assessment techniques for feedback to students and/or guiding instruction	<p>Types of assessment (multiple choice, T/F, Essay, Matching, observation)</p> <p>Examples of formative assessments</p> <p>Student response systems (advantages)</p>	Assessment	X

			Describe various modes of assessment and their role in the educational process.		
STANDARD 12.0—CREATE A LESSON PLAN AND RELATED ACTIVITIES TO MEET THE NEEDS OF LEARNERS					
Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
12.1	Develop objectives that are aligned with state and district standards	Develop objectives that are aligned with state and district standards	<p>Definition and components to a good objective</p> <p>Where do you find information on Common Core (College and Career Ready) Standards (ADE)</p> <p>Anticipatory set and closure are often the element of a lesson that are forgotten by a teacher</p>	Objective	x
			<p>Define terms used to create a lesson plan.</p> <p>Differentiate between a lesson objective and a lesson goal.</p> <p>Define terms related to developing objectives and integrating components of the lesson plan.</p> <p>Write an objective that is aligned with state and district standards.</p>	Goal Aligned Measurable Standard	
12.2	Integrate the components of a lesson plan with activities and instructional materials	Integrate the components of a lesson plan with activities and instructional materials	<p>Why have a lesson plan</p> <p>Three most important parts of a lesson plan (Instructional Objective, learning activities, assessment)</p>	Materials Task Analysis Anticipatory Set Guided Practice Closure	X
			Identify the parts of a basic lesson plan.	Bellwork	

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			<ul style="list-style-type: none"> • Materials • Task Analysis • Anticipatory Set • Guided Practice • Closure <p>Create a bellwork activity for a lesson.</p> <p>Create an objective for a lesson.</p> <p>Determine what accommodations and modifications need to be made to a lesson and a planned activity in order to meet the needs of learners.</p> <p>Differentiate between summative and formative assessments.</p> <p>Create a formative and a summative assessment based on the lesson objective.</p> <p>Identify hands-on activities that will enhance student learning.</p> <p>Choose a manipulative that is appropriate for hands-on learning for school age children.</p> <p>Create a manipulative that is appropriate for hands-on learning for school age children.</p>	<p>Objective</p> <p>Purpose</p> <p>Teacher Actions</p> <p>Student Actions</p> <p>ActiveParticipation</p> <p>S-I-M-P-L-E – an acronym that lists the basic parts of lesson plan:</p> <p>S – set up</p> <p>I – instruction</p> <p>M- modeling</p> <p>P – practice</p> <p>L – learning</p> <p>E – evaluation</p> <p>Assessment</p> <p>Assess</p> <p>Formative</p> <p>Summative</p> <p>Manipulative</p> <p>Tactile</p> <p>Lesson Plan</p>	
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			<p>Create the components of a lesson plan with activities and instructional materials.</p> <p>Integrate the components of a lesson plan with activities and instructional materials.</p> <p>Utilize questioning strategies effectively in lessons.</p> <ul style="list-style-type: none"> • Bloom's Taxonomy <ul style="list-style-type: none"> ○ Remembering ○ Understanding ○ Applying ○ Analyzing ○ Evaluating ○ Creating <p>Incorporate lecture into lessons effectively.</p> <p>Create a lesson for peer evaluation.</p>		
12.3	Implement a lesson and a planned learning activity	Implement a lesson and a planned learning activity	Describe the importance of student engagement	Accommodations	X
			<p>Define terms needed to successfully implement a lesson and a planned activity.</p> <ul style="list-style-type: none"> • Communication • Verbal • Nonverbal • Pitch • Volume • Articulate • Implement • MAY, SAY, and FLAY lessons 	<p>Communication</p> <p>Verbal</p> <p>Nonverbal</p> <p>Pitch</p> <p>Volume</p> <p>Articulate</p> <p>Implement</p> <p>MAY, SAY, and FLAY lessons</p>	

			<p>Explain expectations for implementing a lesson and a planned activity.</p> <p>Select a lesson and a planned activity to implement.</p> <p>Edit and polish a lesson and an activity that includes accommodations.</p> <p>Practice presenting a lesson and an activity that includes accommodations.</p> <p>Implement a lesson and a planned learning activity.</p> <p>Summarize key points from an implemented lesson and a planned activity that includes accommodations.</p>		
12.4	Conduct a reflective evaluation of the implemented lesson plan	Conduct a reflective evaluation of the implemented lesson plan	<p>Define Objective</p> <p>Purpose of self-evaluation</p>		X
			<p>Evaluate the team's process and implementation of a lesson and a planned activity that includes accommodations.</p> <p>Conduct a reflective evaluation of the implemented lesson plan.</p> <p>Evaluate lessons to determine effectiveness.</p>	Reflection Evaluation	
STANDARD 13.0—APPLY TECHNOLOGY FOR INSTRUCTION AND MANAGEMENT					

Measurement Criteria		Content	Implementation	Vocabulary	Testing Item
13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs	Student response systems enhance learning for a kinesthetic learner Identify good reasons to use technology for instruction	Distance learning	X
			Evaluate previously created lesson plans to determine how technology could improve the teacher's ability to address different learning needs. Adjust previously created lesson plan to reflect use of new technology applications.		
13.2	Investigate a new technology application that can be used to improve teaching and/or learning	Investigate a new technology application that can be used to improve teaching and/or learning	What factors are important to consider when researching technology to use in the classroom(licensing requirements, will it improve learning, resources needed to use technology) What are good sources to research technology Technology should be used to align with curriculum Licensing software and management of equipment are important when using technology	Blog Document Camera Smart Board Distance Learning Education	x
			Define terminology relative to integrating technology into classroom instruction. Identify technology tools related to effective instruction.	Digital camera Digital projector Instructional Technology	

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			Investigate new technology applications that can be used to improve teaching and/or learning.	Interactive white board Presentation software VHS/DVD/CD ROM Video camera	
13.3	Identify digital resources that help teachers in planning instruction, classroom management, and communication	Identify digital resources that help teachers in planning instruction, classroom management, and Communication.	Describe ways to integrate technology in the classroom (web based application, using On-line pictures for ELL students)		X
13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities	Identify technology for students with disabilities Drawing programs are best used for designing a classroom layout	Modified keyboards Track Balls Text to speak	X
			Integrate new technology applications into previously created lesson plans. Select a lesson component to present. Present a lesson component using technology applications.		
13.5	Integrate technology relevant to lesson planning, teaching, and classroom management and assessment	Integrate technology relevant to lesson planning, teaching, and classroom management and assessment.	Given teaching concepts be able to choose various technology to enhance lessons	Rubric	x

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			A technique used to help teachers organize manage and distribute materials for instructional purposes is Content Management		
13.6	Identify the ways that virtual cyber learning may impact the future of education	Identify the ways that virtual cyber learning may impact the future of education	<p>Benefits and the impact of online instruction</p> <p>Resources for virtual cyber learning include smart phones, web cams, web cams etc.</p> <p>Virtual learning includes opportunities for early exit, more opportunities and access worldwide</p> <p>Researching online requires one to validate the source of the information</p>		X
			<p>Research a topic related to the business of education with minimal supervision.</p> <p>Construct a presentation of research.</p> <p>Present research effectively and clearly using a debate format.</p>		

Vocabulary

(GNP)Gross National Product – the **total** value of all goods and services produced within a nation in a particular year, plus income earned by its citizens

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(OECD)Organization for Economic Cooperation and Development - an organization whose mission is to promote policies that will improve the economic and social well-being of people around the world

(PISA) Program for International Student Assessment -- an OECD program that every three years surveys 15-year-olds, in the principal industrialized countries, to assess the extent that students near the end of compulsory education have acquired the knowledge and skills essential for full participation in society

504 - an accommodating plan prepared when a student does not meet the requirements needed to be placed on an IEP, but it is evident that they need assistance; A guide for conduct or action; A method of process for how things are to be done in the classroom

A

Accommodate-to supply with something needed; to adapt

Accommodation – adjusting existing design, plan or setting to new information; adjusting existing information to accommodate new information

Acknowledging—to say out loud that you understand

Active Participation- the intentional techniques planned by the teacher to engage students within the lesson (eg, think-pair-share, jigsaw, whiteboards/slides, student response systems): the constant engagement of the minds of all students with that which is to be learned

Adaptive technologies- is any object or system that increases or maintains the capabilities of people with disabilities

Adolescence – age 12 years and older during which identity and reputation and identity confusion are the positive and negative spectrums

Alerting—to heighten awareness

Aligned: to bring into agreement with the state and district standards

Alternative Schools- is an educational setting designed to accommodate educational, personal issues, behavioral, and/or medical needs of children and adolescents that cannot be adequately addressed in a traditional school environment

Analysis-the examination of something in detail in order to understand it better or draw conclusions from it

Anticipatory Set- An introduction that is active process that draws on the students prior knowledge or experiences and connects with the skills or processes to be learned

Articulate- to pronounce something or speak clearly

Assess – to determine the amount of

Assessment – the act of assessing; evaluation Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs

Assimilation – fitting new information into an already existing design, plan or setting

Asynchronous- not occurring at the same time

Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD) – extreme inattention, impulsivity, and hyperactivity However, high energy levels do not necessarily indicate ADD/ADHD

Auditory learning- person learns through listening

Autism – a developmental disability significantly affecting verbal and nonverbal communication and social interaction; generally evident before age three that adversely affects a child's educational performance

Autonomy - independence or freedom, as of the will or one's actions

B

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Behaviorism—Behavior is the result of external forces causing humans to behave in predictable ways; establish goals

Bell to Bell Instruction-students working in a classroom from the moment the bell rings to start the class until the moment the bell rings to end the class

Bellwork – a brief activity at the beginning of class

Blog- a regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style

Bond—Bonds are a way of borrowing money for specific money uses. They are promissory notes and are interest-earning

C

Case Study- refers to the collection, analysis and presentation of detailed information about a topic

Certified- means someone who has earned credentials from an authoritative source such as government, higher education institution, or private source

Character development: how people grow in ethical behavior and deal with moral dilemmas

Charter Schools- publicly funded independent school established by teachers, parents, or community groups under the terms of a charter with a local or national authority.

Class Fees- charges for a course

Classified - other school personnel who do not require specific licensing or certification

Classroom Management- skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class

Closed Question-can be answered with a single word or short phrase

Closure- A mental process when the student's mind summarizes its perception of what is being learned

Cognitive - pertaining to the mental processes of perception, memory, judgment, and reasoning

Communication-the exchange of information between people, eg by means of speaking, writing, or using a common system of signs or behavior

Comparative Education - a field of study that examines education in one country (or group of countries) by using data and insights drawn from the practices and situation in another country, or countries

Compulsory Education - a period of education that is required of persons, imposed by law.

Computer/Technology – instruction occurs using the newest gadgets and technology

Conclusion-a decision made or an opinion formed after considering the relevant facts or evidence

Concomitant – existing or occurring with something else

Concrete Operation- Piaget's theory that between the ages of 7-11 children gain the ability to organize and think rationally and logically but still cannot think abstractly

Confidentiality relates to the duty to maintain confidence and thereby respect privacy

Consequences- an action plan for improving behavior

Conventional – the middle stage of moral development, characterized by being a good child, and law and order

Cooperative Learning – working together in groups

CPS (DCS)- The Arizona state agency that protects children

Creativity- the use of the imagination or original ideas

Cultural - Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving

D

Deaf-Blindness (DB) – concomitant hearing and visual impairments; the combinations can present such severe educational needs that special education programs focusing solely on one of the impairments cannot accommodate them

Decision-something that somebody chooses or makes up his or her mind about, after considering it and other possible choices

Desisting—to cease doing something

Differentiated instruction- is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning

Digital camera – a device that records and stores photographic images in digital form

Digital projector – a device that projects computer output onto a screen; eg Proxima

Direct Instruction- is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning

Direct Instruction – teacher-centered instruction in the form of a lecture

Disability- a physical or mental condition that limits a person's movements, senses, or activities

Discipline- learning from one's mistakes or misbehaviors

Discovery Learning – an investigative learning process where the intended outcome is not explicitly stated. Instead, the purpose for learning and outcome is “found” in the process.

Distance Learning Education- a method of studying in which lectures are broadcast or classes are conducted by correspondence or over the Internet, without the student's needing to attend a school or college- teachers and students are not in the same place.

Diversity – a variety of something, in this case, students in the classroom.

Document camera – a real-time image capture device for displaying an object to a large audience; eg Elmo.

Dual education – combines apprenticeships in a company and vocational education at a vocational school in one course. This system is practiced in several countries, including Germany, Switzerland, and the Netherlands and for some years now in China.

E

Early Childhood - age 1½ to 3 years during which autonomy, doubt and shame are the positive and negative spectrums.

ELL – English Language Learner – a student who is learning English.

Emotional Disability (ED) – a condition exhibiting one or more of the following characteristics over a long period of time and negatively affecting student's educational performance: inability to learn not explained by intellectual, sensory, or health factors, inability to build or maintain relationships, withdrawn, aggressive, or defiant, general mood of immaturity, negativity, unhappiness, etc, tendency to develop physical symptoms or fears associated with school or personal problems.

Enlisting—to “sign up” for voluntary involvement in curriculum activities

Equilibrium- having a balance between assimilation and accommodation

Erik Erikson – German-born psychoanalyst who proposed an 8-stage psychosocial theory of human development, infancy to adulthood

ESL - English as a Second Language

Essentialism—to transmit intellectual and moral standards

Ethical- consistent with agreed upon principles of correct moral conduct

Ethnic - of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background

Ethnicity – of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background (first addressed during diversity lessons)

Evaluation- an act or instance of evaluating or appraising

Exceptional learners - deviating from the norm: as a : having above or below average intelligence b : physically disabled : students who are either disabled or gifted in a classroom

Exceptionality- functioning differently than the established norm

Existentialism—emphasizes individual choice over the importance of rational theories; commitment to living authentically

Experiential Learning—hands on learning that focuses on the experience

F

Formal Operation- Piaget's theory of cognitive development that states when a person reaches the age of 11 or 12 and continues into adulthood they have the ability to critically analyze situations taking into consideration reasoning and argument and think critically

Formative – relating to formation and development Formative assessments are used to gather student feedback and improve instruction and occur during the learning process

FTE-- full Time Equivalent students; one of the key measurements in the number of supported students

G

Gender - the sex of a person or organism

Gifted - an exceptionality, not disability, indicative measures may be based on tests, academic achievement, creative thinking, and parent and teacher recommendations

Goal: a broad, general statement of students' behavior (*Teacher will need to share this definition, as it applies to education*)

Good child – Concerned with what others think in order to be liked

Governing board—a board that manages the affairs of an institution: “school board”

Graphic Organizer- also known as knowledge map, concept map, story map, cognitive **organizer**, advance **organizer**, or concept diagram, is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them

Guided Practice- is interactive instruction between teacher and students

H

Hands-on/Movement – teacher facilitates learning by having students do an activity and practice a method

Hearing impaired (HI) – a fluctuating or permanent hearing disability that may negatively affect a student’s educational performance (Not included under definition of deafness)

Hierarchy- chain of command; order; setup

Highly effective schools- Through strong leadership, schools close achievement gaps by ensuring every student has a highly effective teacher in a school led by a highly effective leader.

Honesty-the quality, condition, or characteristic of being fair, truthful, and morally upright

I

Implement-to put into effect

Inclusion- the action or state of including or of being included within a group or structure

Individualized Education Plan (IEP) - The Individual Education Program Plan (IEP) is a written plan/program developed by the school’s special education team with input from the parents, teachers, and psychologist It specifies the students’ academic goals and the method to obtain these goals The plan also identifies transition arrangements The law expects school districts to bring together parents, students, general educators and special educators to make important educational decisions with consensus from the team for students with disabilities

Infancy – age 0 to 1½ years during which trust and mistrust are the positive and negative spectrum

Innate- existing in one from birth; inborn; native

Inquiry Based Lesson- An approach to teaching and learning is its potential to increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and 'research-based disposition' towards teaching and learning

Instructional - the act or practice of instructing or teaching; education

Instructional methods- the process by which instruction occurs, whether that might be lecture, class discussion, small group discussion, simulation, experience, or individual project.

Instructional strategies- are techniques teachers use to help students become independent, strategic learners

Instructional Technology – the use of a variety of electronic or computer-based teaching tools to improve student learning

Integration— the act of making into a whole by bringing all parts together; unify

Integrity-the quality of possessing and steadfastly adhering to high moral principles or professional standards

Intentional-done purposefully (on purpose, planned, or deliberately)

Interactive white Board –a large interactive display that connects to a computer and projector; a projector projects the computer's desktop onto the board's surface, where users control the computer using a pen, finger or other device; eg SmartBoard, Promethean

Interpersonal - between people (first addressed during multiple intelligences)

Interview – when the researcher asks the poll questions it is called an interview

K

Kinesthetic- the sensation by which bodily position, weight, muscle tension, and movement are perceived

Kinesthetic learning- A learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations.

L

Law & order - rules are absolute; rules are rules; does not consider fairness of rules

Lawrence Kohlberg: a psychologist who adapted Piaget's psychological theories to explain moral and ethical decision making

Learning Disability (LD) – disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information

Legal- allowed under the law

Lesson Plan – written instructions for a class session that includes a learning objective, introduction, teacher and student actions, assessments, materials and resources

LL - Language learner – a student whose first language is not the language being spoken in the classroom They are in the process of learning the dominant language

LRE- Least Restricted Environment

M

Mandate—an official order or commission to do something: "a federal mandate"

Manipulative -any of various objects or materials that students can touch and move around in order to help them learn mathematical and other concepts

Maslow's Hierarchy of Needs: a theory stating there are five layers of needs that must be met in order for individuals to feel fulfilled
Materials

MAY, SAY, and FLAY lessons-lessons and the associated acronyms were created to equip American youth to compete globally in the areas of math, science, and foreign language

Measurable: able to be measured

Mentally Disabled (MD) – significantly sub-average IQ with deficits in adaptive behavior that negatively affects student's educational performance

Middle Childhood – 5 to 12 years during which industry and inferiority are the positive and negative spectrums

MLL – Multiple Language Learner

Modeling- an example to follow

Modification-the act or instance of altering or changing; partial alteration; variety

Modified keyboards- a customized keyboard to meet the needs of a student

Motivate: Inspire; encourage

Motivation: something that motivates

Motor Skills- the ability to perform complex muscle-and-nerve acts that produce movement

Multiple Disabilities – concomitant impairments such as mentally disabled-blindness, mentally disabled-orthopedic impairment, etc The combinations can present such severe educational needs that special education programs focusing solely on one of the impairments cannot accommodate them The term does not include deaf-blindness

Multiple Intelligences – Howard Gardner’s theory which categorizes learner strengths into the following categories: visual/spatial, logical/mathematical, naturalistic, linguistic, bodily/kinesthetic, interpersonal, and intrapersonal

N

NAACP—National Association for the Advancement of Colored People

Neonatal –stage of child development through two years old

Nonverbal-not using or involving words

O

Obedience & punishment – child obeys to avoid punishment

Object permanence- is the understanding that objects continue to exist even when they cannot be observed

Objective – what the students will be learning during the lesson, used to focus students on the learning that is to take place: a description of the student’s learning at the end of the lesson

Open Question-likely will be answered with a long response

Orthopedic Impairment (OI) – severe physical disability which may negatively affect a student’s educational performance

Other Health Impairment (OHI) – limited strength, vitality or alertness, including a heightened alertness to environmental stimuli- May result in limited alertness with respect to the educational environment due to chronic or acute health problems that adversely affect educational performance Examples: asthma, diabetes, seizures, leukemia, AIDS, etc

Override—Arizona allows for school districts to override (be in excess of) their budgets by five percent for each fiscal year

P

Paraprofessional- members of the school staff whose primary responsibilities are to support instructional programs under the direction of staff who have professional certificates

Peer- a person equal to another

Peer mentoring- another student serves as a resource, a helping hand, a sounding board

Perennialism—to acquire knowledge about the great ideas of Western culture

Personnel- people employed in an organization

Philosophy—belief system; code of life; viewpoint

Physiological(Maslow): biological needs, including basic need for oxygen, water, food and constant body

Piaget - Swiss psychologist: studied cognitive development of children

Pitch-to put, set, or have something at a particular level, eg of intensity

Play Stage – age 3 to 5 years during which initiative and guilt are the positive and negative spectrums

Positive climate- a setting that provides a safe and comfortable environment for learning

Postconventional – the last stage of moral development, characterized by social

Preconventional – the earliest stage of moral development, characterized by obedience and punishment and reciprocity

Prenatal – fetal development through birth

Preoperational-Piaget's theory that between 2 and 7 years old children begin to engage in symbolic play and learn to manipulate symbols

Preschool Child with Disability (PCD) – a child aged three, four, or five whose developmental progress is delayed to the extent that a program of special education is required to ensure his adequate preparation for school-age experiences

Presentation software – a category of application programs used to create sequences of words and pictures (called slides) that tell a story or support a public presentation of information; eg PowerPoint, Prezi, Glogster, Smart Notebook

Private schools- a school supported by a private organization or private individuals rather than by the government

Problem Solving- the process of finding solutions to difficult or complex issues

Procedure- an established or official way of doing something

Professionalism-conforming to the standards of skill, competence, or character normally expected of a properly qualified and experienced person in a work environment

Progressivism—focus on the child rather than the subject matter; solve problems by reflecting on experience
Proximity

Psychosocial - the interaction between social and psychological factors

Puberty - the period or age at which a person is first capable of sexual reproduction of offspring: in common law, presumed to be 14 years in the male and 12 years in the female

Puberty - the period or age at which a person is first capable of sexual reproduction of offspring

Public Schools- schools supported by public funds

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Q

Quantitative data -information that is in the form of numbers; data that can be measured

Questionnaire - when the researcher distributes poll questions and collects written or otherwise recorded responses, it is referred to as a questionnaire

R

Reciprocity – child shares if others share, hurts if others hurt

Reconstructionism—schools have mission to not only educate by to transform society as well

Referendum—a direct vote in which an entire electorate is asked to either accept or reject a particular proposal

Reflection- a fixing of the thoughts on something; careful consideration

Revenue—the income of a government from taxation, excise duties, customs, or other sources, appropriated to the payment of the public expenses

Routine is what the student does automatically without prompting or supervision

Rubric- an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards

S

Safety and Security (Maslow): need to feel protected from danger, threat, and harm

Segregation- the act of setting apart from the rest or from each other; isolate or divide

Self-Actualization (Maslow): an ongoing process; the development of a sense of commitment to something larger than one's self

Self-Contained- complete, or having all that is needed, in itself

Self-Esteem: need for self-respect that comes from feeling self-confident and valued by others

Sensorimotor- Piaget's first stage of development birth to age 2 knowledge is gained through senses and motor movements

Sensory learning – learning based on the five senses: visual, kinesthetic, or auditory

S-I-M-P-L-E – an acronym that lists the basic parts of lesson plan:

S – set up

I – instruction

M- modeling

P – practice

L – learning

E - evaluation

Socio-economic - relating to or involving economic and social factors

Speech impairment – communication disorder including stuttering, impaired articulation, language or voice impairment which may negatively affect a student's educational performance

Standard- an accepted or approved example of something against which others are judged or measured

Strategy- a plan for achieving a goal; the planning or direction of an operation

Student groupings-placing students together based on ability or other factor to work together

Summative – these occur at the end of a unit of study in order to measure the amount of information the students have learned

Supervisory - pertaining to, or having supervision

Support- a person or thing that gives aid or assistance

Survey – a poll used to collect quantitative data from a sample population Surveys take two forms: interview and questionnaire

T

Tactile - perceptible to the touch; tangible

Task Analysis- identifying the steps needed to perform an activity for which there is a goal

Tax Credits- an amount of money that can be offset against a tax liability

Tax Revenue- is the income that is gained by governments through taxation.

Text to speak –a written language that is often digital that does not follow grammar and punctuation protocol

Track Balls- a small ball set in a holder that can be rotated by hand to move a cursor on a computer screen

Transcendentalism—emphasis is on the spiritual and transcendental over the material

Transition- the process or a period of changing from one state or condition to another

Traumatic Brain Injury (TBI) – an acquired injury to the brain caused by an external physical force resulting in total or partial functional ability or psychosocial impairment (or both) which may adversely affect a student's educational performance Examples: car accident, fall, blow to the head

Trimester - a term or period of three months

Tuition- a sum of money charged for teaching or instruction by a school

V

Verbal-relating to or consisting of spoken words

VHS/DVD/CD ROM - an electronic system for recording video and/or audio information

Video camera -- a portable electronic recording device capable of recording live-motion video and audio for later playback

Visual Impairment (VI) – visual impairment including blindness, that even with correction may negatively affect a student’s educational performance

Visual Learning- a teaching and learning style in which ideas, concepts, data, and other information are associated with images and techniques

Volume-the loudness of a sound

W

Winning—moves that are positive and attract rather than force students’ attention to learning